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INTRODUCTION
COLLEGE RESEARCH:
IT’S NOT SO FRIGHTENING
AFTER ALL

There is more to writing a good research paper than just spending a few hours the night before the paper is due frantically hashing out your ideas on paper. Indeed, the art of producing a research paper is much like the art involved in building a cathedral. No one in his right mind would begin to build a cathedral by haphazardly slopping together whatever raw material happened to be lying around and hoping that the finished product was professional. This may be the way to build a shack for pigs, but it is not going to create the great Notre Dame Cathedral!

Before you begin building any structure, it is important to take the time to plan out the project and to carefully organize your building materials. Once you have detailed blueprints of the project developed, your raw materials gathered together, and have chosen a professional crew to do the actual work, the act of building becomes relatively simple.

The same is true in writing a research paper. The time you spend gathering and organizing raw data will ultimately help make the act of writing that much easier. It will also make your finished product far more coherent and well-written.

If this all sounds a bit daunting, fear not! This guide has been created to assist you in the process of producing a first class, college-level, academic research paper. Various steps in this process have been laid out for you, which, if followed carefully, should enable you to improve both your research and writing abilities.

The Aim of this Guide

The Guide to College Research has been created to provide you with all the tools and resources that you will need to write a research paper in just about any discipline. Although there are many different ways that a student can go about doing college-level research, as with any other human endeavor, there are a few “tricks of the trade” that can help make your writing process go much smoother.

Among the features of the eighth edition of this text that you may find useful are the following:

- Each chapter has been written with the idea of providing the information that you need to know.
- Examples and illustrations have been included as needed to show you the proper way to create the most professional looking research paper possible.
- The text includes short “10 minute” exercises to provide opportunities for you to practice important research skills; longer assignments have also been included, mainly for use in research related classes.

Grading criteria for college research papers are included in appendices A and B. Although every faculty member has his or her own criteria for grading research papers, the guidelines and check-list that we
have provided can serve as a good general overview of the kinds of things that the typical college professor will be looking for in a research paper.

Although this text has been prepared specifically for those who are new to college research, we believe that the resources provided can assist you in writing research papers throughout your four years of college and even into graduate school. Once you have mastered the methods described here, you should be able to use the techniques in just about any class or discipline.
CHAPTER 1
THE SCOPE OF YOUR PAPER

At one point or another during your four years of college, you will be asked to write a formal research paper in either MLA or APA format. For many students the most difficult part of writing this kind of paper is knowing where to start. How do you pick a topic? Where do you go to find the sources you need to write your paper? What is a legitimate source for a college research paper? These are the kinds of questions that drive some students bonkers. To make things a bit easier for you, we have laid out the preliminary steps involved in beginning to write a college research paper.

1.1 What Does Your Instructor Expect?

Before you start doing your research, clarify in your own mind what the instructor’s expectations are for this paper. Typically these expectations will be spelled out in detail in the instructor’s outline or perhaps in a handout that you receive in class. Other faculty members may simply convey their expectations about research papers orally and in a very informal manner. However the specifications for your research paper are conveyed, it is your responsibility to make sure that you have the following information before you start working on your paper:

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If you have any questions about the specific expectations for your paper, do not hesitate to speak to your instructor during class. College instructors typically appreciate the opportunity to clarify their expectations about assignments and to clear up any confusion that students may have. If you are still not certain about what is expected of you, speak to your instructor after class or during his or her office hours.
1.2 The Topic at Hand

The first step in the process of writing a paper is to select a topic. If your instructor has not assigned a specific topic or has not given you a list of topics from which to choose, you will have to choose one yourself. Here are just a few ideas to help you select a possible topic for your paper:

Generally, your topic will be related to the subject area of the course for which you are writing the paper. Look over the general topics that were explored in your class. Were there any problems or issues discussed that piqued your interest? You might also try flipping through the textbook that you are using in class to see if any topics covered in it strike you.

The Internet can also serve as a valuable tool for selecting a paper topic. Searching through various websites related to your topic—even less academically rigorous sites—can help get your intellectual juices flowing and narrow down possible topics for papers.

Although few students ever use them, encyclopedias provide a wealth of general information on any topic. Go to the Molloy Library or your branch of the public library or access an encyclopedia through Molloy’s library databases and check out the section of Encyclopedia Britannica that deals with the general subject area for your paper.

If you are working on a topic related to an area of contemporary social concern, try using the CQ Researcher, a database which is available through the Molloy College Library.

If you still cannot think of a topic for your paper, don’t give up hope just yet. Try looking through general works in the same subject area in the library. For example, if you are taking a course in Medieval Literature, do a general search for works available in this area in the College library. Flipping through a few of these works should enable you to come up with a preliminary topic on which to begin your research.

Guidelines for Selecting Topics

Keep in mind that the word “topic” comes from the Greek term, topos, which can be translated literally as “a place to work.” If your topic is too broad, you have failed to give yourself an adequate place to work. During the process of doing your research, your aim should be to take a broad and unwieldy topic and transform it into something specific enough for you to do real research on it.

Before you settle on any topic, be sure to ask yourself two fundamental questions:

Is this topic interesting enough to engage you throughout your research and writing? No matter how dry you may find a particular course, there usually is some issue that has been discussed—even superficially—that can capture your interest. Remember: if you find your topic dull, so will your reader.

Are there enough resources available to enable you to do adequate research on the topic you’ve chosen? If your topic is too esoteric or narrow, you will not be able to defend your ideas rigorously enough to satisfy your reader. A good rule to follow is that a topic is adequately researchable if you are able to find one source (books, articles, etc.) for each page that you have been asked to write.
Ten Minute Exercise: Choosing Your Topic

Instructions: Go through the process outlined on the previous pages for selecting a topic for your paper. As you reflect upon possible topics, jot down any ideas that come to you in the space provided.

1. 

Does the topic really interest me? Yes / No  
Can I find enough sources on this topic? Yes / No

2. 

Does the topic really interest me? Yes / No  
Can I find enough sources on this topic? Yes / No

3. 

Does the topic really interest me? Yes / No  
Can I find enough sources on this topic? Yes / No

4. 

Does the topic really interest me? Yes / No  
Can I find enough sources on this topic? Yes / No

5. 

Does the topic really interest me? Yes / No  
Can I find enough sources on this topic? Yes / No

Circle the topic that is the most interesting to you and that is practical enough to be supported by a sufficient number of sources.
CHAPTER 2
SEARCHING FOR SOURCES

Once you have chosen a workable topic, you should then try to find as many primary and secondary sources as possible on that topic. A primary source is a text written during the time under study. For example, if you are studying the civil war, a book about his experiences in the war written by a union soldier is a primary source. A secondary source is a step removed from the time period or experience you are writing about. An essay written in 2012 that interprets letters written during the civil war would be a secondary source.

Today’s college libraries make doing research much easier than it was even ten years ago—provided that you understand the various options available to you for locating sources. The growth of electronic databases, in particular, has revolutionized the way students now do research, making it fairly easy to compile detailed lists of books and articles published in your research area.

Molloy’s James E. Tobin Library offers a variety of sources and a variety of ways to search for them. When you visit the library with your FST class, you’ll be introduced to many types of sources, and you’ll learn how to start a search on a particular topic. Pay careful attention to the librarian as he or she points out the best ways to search for sources; don’t be afraid to ask questions either during your class visit or during subsequent visits to the library.

2.1 Getting Started

To begin your search for sources, you may want to check to see if the library has a LibGuide for the course you are taking or the discipline you are studying; a LibGuide is a librarian constructed guide to research in a particular field or course. LibGuides include information about search strategies, databases, and reference materials that are particularly useful in a particular field—and much more. The librarian will show you how to access particular LibGuides from the library’s home page and how to use them to make your research more efficient.

Another way to begin your research is to search for many types of sources at the same time using the Search Everything box that appears on the library’s home page. Simply type in two to four keywords that are likely to appear in an article about your topic, and you should get a list of books, eBooks, journal articles, encyclopedia entries, videos, LibGuides, and more that pertain to your subject. If you need an electronic source, such as a journal article, choose the Articles & eBooks tab before entering your search terms.

If you need a physical source, such as a book or DVD, choose the books and Videos tab before entering your search terms. When you visit the stacks, carefully survey the area on the shelves where a particular book is located, and you will probably find other useful sources, since library books are grouped according to topic.

Limiting Your Search

When you do search using the Search Everything box on the library’s home page, you will probably get an overwhelmingly long list of sources. When you visit the library with your FST class, the librarian will show you how to limit your request so that the number of sources is smaller and the sources themselves are more appropriate for your paper. For example, if searching for sources on the current treatment for a particular disease, you would probably want to limit your search to articles written within the last few years. Or, if your instructor has told you to quote only peer reviewed journal articles, you might want to click on that limiter.
Databases

Molloy’s JET Library subscribes to a large number of computerized databases that are available for students to search. These databases are fairly easy to use, and they list the most up to date books and articles on your topic. Many databases contain full text of articles and books—a benefit that can save you time. Some words of warning: since the databases have a wide variety of sources available in full-text, take the time to skim an abstract or even the full text of the article before you print. Having to wade through a large amount of full text material that you cannot use will result in lost time when you begin outlining or drafting your paper. And printing too much can result in a lot of wasted paper! Databases are listed according to subject on the library’s website, but if you run into trouble, a librarian can show you how to find databases that relate to the subject area for your topic and how to determine quickly if an article or book is suitable for your research.

Interlibrary Loan

After tracking down books and articles on your topic, you may find that some book you would like to consult is not available on the shelves or circulating collection of Molloy’s Library. In that case, click on Books and Videos and then “Search Here to Get It Now,” the tab for searching for a book outside Molloy’s collection. The page to which you are directed will ask you to register with the interlibrary Loan or ILLiad system. Remember: since the books you order this way will take time (up to three weeks) to arrive on campus, you will need to begin searching early if you suspect you will be using this option.

Quick Tip for Finding Additional Sources

If your initial search for sources yields only one or two works that seem suitable, skim through the bibliographies of these sources to see if any of the titles sound as though they would be appropriate for your topic. Then conduct a title search to see if any of them are available in the circulating collection, as Ebooks or full text articles, or through interlibrary loan.

2.2 A Word About Internet Sources

One final place you can look for information on your topic is on the Internet. Although the Internet has a lot of legitimate information, it should be used cautiously. Some material published on the Internet does not go through an editorial process such as would be used to ensure the quality of an article in a journal or a book from a major publishing house. Just remember that any person with or without a degree or specialized knowledge can publish on the Internet, so you should be wary of information you find on the web.

That said, more and more respected academics and legitimate authorities are beginning to use the web to disseminate ideas and information. Your task when using the Internet for research will be to sift through the chaff as quickly as possible so you can locate truly useful material. And even if your instructor allows you to use Internet sources, you should limit yourself to one or two legitimate websites at most as sources for your paper. Use a web site as an extra source or to add current information rather than as a substitute for more substantial sources.

The most difficult challenge for a student is to determine whether a website is a legitimate source of information. Wikipedia, for example, while an interesting site for finding general information about a topic, is not acceptable as a scholarly source for a research paper because articles included in the site do not have to undergo a

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Did You Know?

When you are looking for a book on your topic, you can save yourself time and find more appropriate sources by checking all the information on the college library’s on-line catalogue. Click on the title of a book to see what subject headings the book covers or even to browse through a list of the book’s contents.

For books not in Molloy’s collection, you can find similar information about a book’s contents by visiting World Cat, which can be accessed by clicking on Databases A-Z.
formal review process. On the other hand, the Centers for Disease Control website (cdc.gov) is an excellent source of statistics on the prevalence of a particular disease in the U.S.

Using the CRAAP test is an excellent way to help you determine the quality of a website. The CRAAP test is a series of questions you can ask to evaluate different aspects of a site. When taken together, they can help you determine the legitimacy of a site.

**C – Currency:**

Do you need current information or historical data?
When was the piece published?
Have there been any revisions?
When was the latest edition published?

**R – Relevance:**

Does the information speak to your topic?
Who is the intended audience?
Is the scope sufficient?

**A – Authority:**

Who is the author?
Has he or she written on this topic previously?
Does the author hold a degree in the topic?
Is he or she a part of any professional organization?
Is contact information provided?
Who is the publishing company?
Have they published pieces on similar topics before?

**A – Accuracy:**

Is the information supported by another source?
Do the conclusions the author develops seem plausible?
Is it from a peer-reviewed source?
Are there spelling and/or grammar mistakes?
Overall quality
Is it arranged logically and consistently?
Are there visual representations of data (graphs, charts, etc.)?
Has the article been cited in any other published works?
Did the author cite sources appropriately?
What is your overall impression of the source?

**P – Purpose:**

Why do you think the author wrote this piece?
What is the goal of the publisher?
Is the source objective?
Ten-Minute Web Review Exercise

In this exercise, you are being asked to check the legitimacy of websites. Imagine that you have been given an assignment to do a paper on the problem of cyber addiction in the United States and have been asked to include a few legitimate websites in your research. Go to the search engine “Google” (www.google.com) and type “cyber addiction” into the search field. Arbitrarily choose three websites that come up (do not simply pick the first three from the results list). In five minutes, using the method described above, determine whether or not you ought to use these sites as sources of information in your paper.

1. ____________________________________________________________________________________________
   What type of website is it?
   Who wrote it?
   For what purpose was it written?
   Does it document sources properly?
   Is it current?
   Is this a legitimate source? Yes / No

2. ____________________________________________________________________________________________
   What type of website is it?
   Who wrote it?
   For what purpose was it written?
   Does it document sources properly?
   Is it current enough?
   Is this a legitimate source? Yes / No

3. ____________________________________________________________________________________________
   What type of website is it?
   Who wrote it?
   For what purpose was it written?
   Does it document sources properly?
   Is it current enough?
   Is this a legitimate source? Yes / No
### 2.3 A Note on Sources

A good researcher will make use of a large number of diverse sources when producing a paper. Remember the rule of thumb stated earlier: for every page that you have been asked to write, you should try to find at least one legitimate source. If you are writing a 5-page paper, therefore, you should use at least 5-7 sources. The breakdown of these sources might be as follows:

- 2-3 books (including primary sources, if applicable)
- 2-4 journal articles
- 1-2 relevant Internet articles

Of course, you are free to use other sources (interviews, DVDs, conference presentations, etc.) as well if they are relevant to your research and acceptable to your course instructor.

**Time-saving tip:** The Writing and Citing LibGuide on the library’s web page offers the option of using Bibliographic Management Software to view and copy a citation for a source you find. It is worth your while to take advantage of a bibliography builder such as EasyBib, which can be accessed through the LibGuides link. The librarian will introduce you to this feature when you visit the library with your FST class. But remember: the citing mechanisms available on the computer are not perfect. Therefore, it is up to you to check the citations you download to be sure that they adhere to the MLA or APA style required for the specific course. See chapter 3 of this Guide for information on the MLA and APA styles. And for now, we also want you to use the Selecting Sources Worksheet included in your text and attached to your course outline. The list will help you see what information is needed for a References page in APA or a Works Cited page in MLA style.

### Relevance of Sources

If you are working on a topic of contemporary concern—one which requires that data or information used in your paper is current—you will need to make sure that all of your sources are up to date. This means that for some topics in areas such as medical ethics, political science, sociology, you probably should use works that are no more than five years old. For example if you were working on a paper on “The Human Genome Project” or “The American Response to the Threat of Terrorism,”

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**Helpful Tip**

**Librarians Are a Great Resource!**

It sometimes seems as though librarians are some of the most underutilized resources in our country. Although college librarians possess a wealth of information about research methods, many students rarely ask for help from a librarian when they are doing research. We recommend that you cultivate a positive working relationship with a Molloy College librarian as early in your freshman year as possible. And in this hyper-connected world, Molloy has made it possible to contact the library and ask for help in several easy ways.

From the home page for the library, click on **Ask a Librarian** to see all of the ways you can get help. The library offers live chat, the opportunity to text, call, or email the library. From this link, you can also set up a one-on-one appointment with a librarian to explore any in-depth questions you have. A visit to Molloy College Library’s Facebook page tells you about all of the latest features and events at the library. Finally, visit the library (2nd floor of Kellenberg) to ask a quick question whenever you need help.

Here are a few simple guidelines for making the most of your visit to the library:

1. Start your research early. The librarian may not be free when you pop in to the library to ask for help at the last minute. Visit the library several weeks before the assignment is due. Also, bring a copy of your assignment to show the librarian, so that he or she will be better able to help.

2. If you haven’t made an appointment, avoid the busiest times. Early in the day and early in the semester, you are more likely to find a librarian with attention to spare.

3. Don’t expect the librarian to do the research for you. It’s your paper; the librarian will help you, not do it for you.

4. Come prepared with specific questions. Bring the course outline and requirements for the paper and do some thinking about your topic before you get to the library.

5. If the whole process of research for a paper mystifies you, take advantage of the one-to-one option for library help. Follow the link under **Ask a Librarian** on the library home page to schedule a session.

6. Remember your manners when asking for help! Librarians really want to assist you, but they are not servants, and they may need you to be patient when the library is crowded.
articles or books from the 1990’s will be well out of date already. When dealing with more theoretical issues or with ethical principles, works from this period might be perfectly fine.

In more traditional liberal arts areas such as history, philosophy, art, music, or literature, the date of publication of your sources will likely be of less importance. If you were writing a paper on “Elizabethan Drama,” for example, it would be perfectly acceptable to have a source or two that dates back to the nineteenth century or earlier. You might even be rewarded by your professor for your initiative in tracking down such interesting sources!

**Selecting Sources Worksheet**

Name:____________________________________________________________ FST 101- _______________

Paper Topic:_____________________________________________________________________________________
_______________________________________________________________________________________________

**Instructions:** For this assignment you are asked to identify as many potential sources for your research paper as possible. It is not necessary for you to use all these sources in your paper but simply to have a good sense of the breadth of information available on your topic.

**BOOKS [Classic Catalog, Worldcat, ebrary]**

| Author(s): |
| Title: |
| Year of Publication: |
| Date of Publication: |
| City of Publication: |
| Publishing Company: |
| Call Number: |

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### Other Sources (Photos, interviews, speeches, newspaper or magazine articles, etc)

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<th>Author, director, photographer, performer:</th>
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<td>Title:</td>
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<td>Location (such as a disc number for a dvd series):</td>
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CHAPTER 3
WHAT DO I DO WITH ALL THESE SOURCES?

By now you should have at least two books that you’ve found in the Molloy College Library or your local branch of the Public Library. You should also have three or four solid journal articles that directly deal with your topic and the printouts from a few legitimate web pages. All of these sources are piling up on your desk, and you are probably beginning to wonder what you should do with them.

If you have followed our advice, you also have begun to build a list of sources that will become the References or Works Cited page of your paper. Students usually save this task until the last moment, right before they actually print out the final copy of their paper. However, it makes much more sense to create your list of sources right from the start and then add to it as you find more sources. This way, you always have the complete reference information for all your sources right at your fingertips as you are working on your paper. You also don’t have to worry about losing this information during the hectic stage of writing your paper. Later on, if it turns out that you have not used some of the sources contained in your list when writing your paper, you can simply delete these references.

3.1 Creating a Reference or Works Cited Page

A References or Works Cited page is nothing more than an alphabetical list of the sources you have mentioned in your paper. “Works Cited” is used when citing sources using MLA (Modern Language Association) format, while “References” is used when citing sources using APA (American Psychological Association) format.

A References or Works Cited page is definitely not the same thing as a Bibliography. In a bibliography you list all of the works that you have consulted when writing your paper, whether or not you have actually cited these sources in your paper. In a References or Works Cited page, on the other hand, you list only those works that you have directly cited in your paper. Most Molloy instructors will ask you to include a References or Works Cited page rather than a Bibliography.

Your list of references must eventually adhere to the MLA or APA format shown on the following pages, so you might as well use the correct format right from the beginning. Both the MLA Handbook and the Publication Manual of the American Psychological Association are available on reserve in the library for your perusal. We have included examples for most kinds of sources that you would be using in your paper. Follow these examples EXACTLY, and you should produce a perfect References or Works Cited page. Remember that you, not the citation helper you accessed online, are responsible for the correctness of your paper. And, when it comes to a list of references for a college research paper, nothing but perfection is acceptable.

We have included a sample References page and a Works Cited page so you will know how that section of your own paper should look when it is completed. Once again, you must do this EXACTLY in the manner shown in this Guide, so you may have to adjust the citations you downloaded when you searched for sources.

Be sure to include a wide variety of legitimate sources in your References list, including books and articles from academic journals. There are certain types of sources that you should probably avoid including in your paper. Popular media, such as Time, Newsweek, The Daily News and The New York Post, are usually not considered acceptable sources for your paper (unless your instructor specifically permits you to include such works). The rule of thumb is that “if you can buy it at a newspaper stand, it is seldom a legitimate source for a college research paper.” You are also advised to avoid using Sparknotes, Cliff Notes or Schmoop as sources for English papers. Finally, limit yourself to one or two useful Internet sites that meet the criteria for legitimacy as stated in the pages above.

Discipline-Specific Style Guides

The Guide to College Research is a general work aimed at assisting students in producing competently written and well-documented papers for most courses. Certain disciplines have specific guidelines for creating reference pages and documenting sources. The library has a variety of discipline specific style guides, including the Chicago Manual of Style and Scientific Style and Format: The CSE Manual for Authors, Editors, and Publishers. You can also find information about all of the major styles used at Molloy in the Writing and Citing LibGuide.
3.2 MLA Works Cited Format

The Modern Language Association (MLA) has just published new guidelines for documenting sources. Rather than emphasizing the format of the publication (for example book, DVD, journal article, web page, etc.), the researcher is now directed to concentrate on including important elements that can be used to locate a variety of sources whether in print, on the internet, etc. If you have used MLA style for papers in the past, you will find the Works Cited will look different from those you have created in the past. However, since all entries for sources of different types will follow a similar order, the system has a certain logic that should help you become accustomed to it.

To create a Works Cited, you should include the following elements in the following order:

1. Author
2. Title of source: book, article, video, etc.
3. Title of container: such as the title of the book in which an essay was published, the title of the journal in which an article appeared, or the series of which a particular television episode or blog posting is a part.
4. Title of the larger container: If the original container, such as the journal title, is part of a larger whole, such as an online database, the title of that larger whole, for example JSTOR, would be given next.
5. Other important contributors: translated by, edited by, directed by, etc.
6. Versions or editions: director’s cut, 7th edition, and so on.
7. Number: if the source is part of a numbered sequence, include the appropriate number(s), for example, vol. 5, or if a volume number and issue number are given, vol. 5, no. 1.
8. The publisher’s name
9. Date of publication
10. Location of the text or source within its container. Page numbers may be used for an article in a printed book or journal, a doi (digital object identifier) or, if none is available, a URL may be listed for an online article. If the article listing contains a permalink, use that as the URL.

Note: If a particular element does not pertain to your source, the entry does not include that element. So, for example, a whole book you are citing, which you have read in print and which is not part of a series or sequence would not require a container name or volume number in its works cited entry.

Here are some sample entries for different types of publications, with the elements that should be included.

**Book by a Single Author**

Author’s Last name, First name. *Title of Book*. Publisher, Year.

**Book by Two Authors**


**Book by Three or More Authors**


**Two Books by the Same Author**


An Edition


Work in An Anthology (a book that is a collection of articles, poems, stories, etc., with different authors)

Author(s). “Title of Poem, Chapter, or Article.” *Title of Anthology*, edited by Name, Publisher, year, pp.


Multi-Volume Work


Translated Work


Article From a Well-Known Reference Book


Article From a Less Familiar Reference Book


Article in a Scholarly Journal

Author(s). “Title of Article.” *Title of Journal*, volume#, issue# (if any), year, pages.

Newspaper Article

Author. “Article Title.” Newspaper Title [City, if not a nationally published newspaper], Day Month Year, edition, pages.


Magazine Article


Web Publication

Author(s). “Title of the Work.” Title of the Web Site, Name of institution/organization sponsoring the site, Date of posting, URL. If the item is on a web site that changes frequently, add the date accessed.


Article in Scholarly Journal in an Online Database


3.3 APA References Page Format

Book by a Single Author

Author’s Last name, Initials. (Year). Title of book. Place of Publication: Publisher.

**Book by Two to Seven Authors**


**Books by More than Seven Authors: include first six, followed by an ellipsis and the last author**


**Two Books by the Same Author: list by publication date**


**An Edition**


**Work in an Anthology (edited book, chapters, poems, stories with different authors)**

Author of chapter. (Year). Title of article, poem, etc. In Names of Editor(s) (Eds.), *Title of anthology* (pp.). Place of Publication: Publisher.


**Multi-Volume Work**


**Translated Work**


(Original work published 1940)
**Article From a Reference Book**


**Article in a Scholarly Journal–print version**


**Newspaper Article**


**Magazine Article**


**Electronic Version of Entry in a Reference Work**


**Article in Scholarly Journal in an Online Database**

Author(s). (Year). Title of article. *Title of Periodical, Volume*(Issue), page numbers. doi or, if no doi available, Retrieved from URL of journal home page.


Sample MLA Works Cited Page


ProQuest, search.proquest.com/docview/1675981995?accountid=28076


Sample APA Reference Page

1 Inch Margins

Arrange Entries Alphabetically by Author

½ Inch Indent

12 pt TNR font

Double-space all lines

References


Ten-minute Works Cited or References Exercise

Sample references and works cited pages have been provided for you on the previous pages. These pages have been created in perfect MLA and APA format to serve as models. Be forewarned, however. Check with your instructor to determine what type of sources are appropriate for the paper assigned.

1. Go through each of the entries on either the works cited or references page, as specified by your instructor, and in the space provided, indicate the type of work that is listed (e.g., book, journal article, website, etc.).

Autor:

“Back to the Barricades”:

Clinton:

Crudele:

Desmond:

Dwyer:

Edelman:

Jindra:

Mokhtar:

Smith:

2. We have indicated that a typical college instructor might have objections to some of the sources in the works cited/reference pages. Go through the list of sources, find one such source, and explain why it might be problematic.
Creating Your Reference/Works Cited Page
(Part of Assignment #4)

Instructions: For this assignment you are going to create a References page (for APA papers) or a Works Cited page (for MLA papers), using the sources that you gathered during and after your library visit. Your References or Works Cited page should carefully follow the APA or MLA format illustrated in this chapter and must be free of any errors. Although this list of sources will be part of an assignment you turn in later in the semester, you should work on it now.

Your reference/works cited page must include at least:

• Three books
• Three articles from scholarly journals
• Two legitimate websites

Feel free to include any other interesting sources that you have found as well.

Please note that your grade for this assignment will be based upon…

• the total number of sources included in your reference/works cited page
• the diversity of these sources
• how closely you have adhered to proper MLA or APA format in creating each specific entry
CHAPTER 4
READING SOURCES
4.1 A Note on Note-Taking

If you have already started to read sources in preparation for writing your paper, stop immediately! As you read, it is important to have an intelligent system of note-taking in place in order to preserve the ideas that you’ve gathered from your reading. The traditional way to take notes for a paper is to put them on index cards, although some students may prefer to type them on their computers.

Each note card should contain only one main point or idea (if you put more than one idea on a note card, it will make your writing process much more confused later on). For example, if you were writing a paper on poverty in the United States, you might have notecards with topics like the following:

- Defining the Scope of Poverty
- Impact of Poverty on Children
- Impact of Poverty on the Elderly
- Effects of Poverty on Community Life
- Mistaken Notions About Poverty
- Real Causes of Poverty
- Solutions to American Poverty

It might seem as though this would be a great many topics for a four or five page college research paper, but for now your job is simply to develop as many note cards on a variety of topics related to the theme of your paper as you can. Later on you will have the opportunity to sift through your cards and eliminate those topics which are not necessarily applicable to what you want to say in your paper.

As you are creating your note cards, it is important to rephrase an author’s ideas completely in your own words. This will help you to avoid unintentional plagiarism later on. If you think that it is necessary to use an author’s own language, put his own words in quotation marks, so there’s no mistaking which language is the author’s and which is your own.

The format you use when creating your note cards should make the cards easy to use when you write your paper. Here is a suggested format to get you started: Place the topic of each card in the top left corner and the source in the top right. Indicate the source of information by using the author’s name (or his/her last name followed by a date of publication if you are using more than one work by the same author). If you use the information on the card when composing your paper, you will include the complete citation for that source in your paper’s works cited or references page.

On the following page, you will find three sample note cards prepared according to the method described above. Take some time to familiarize yourself with the specific format for creating note cards that is shown. Although using note cards may seem like an unnecessary burden, you will find that, once you start to write your paper, having these cards in place will actually make writing your paper much easier and considerably less stressful.
Sample Note Cards

**Topic Heading**

**Subtopic Heading**

**Quote**

Stanton maintains that one of the major causes of poverty in the United States is that more and more wealth is concentrated in the hands of few individuals—mainly those at the top of the socio-economic ladder. “Twenty years ago,” he argues, “the wealthiest one percent had as much income as the poorest 20 percent of the population; today, that one percent controls as much wealth as the poorest 35 percent.”

(102)

**Topic Heading**

**Paraphrased Information**

Newman argues that one major misconception about why people are poor is that they simply choose not to work. [Use image of welfare queen here for illustration] N. points out that the vast majority of poor individuals in the US do in fact work for a living and are actually fairly responsible.

“They hold the jobs that no one else really wants; the ones that pay with minimum wage, try the strength and patience of anyone who has ever tried to hold them and subject their incumbents to a lingering stigma.”

(49)

**Topic Heading**

**Subtopic Heading**

**Quote**

Elise Gould writes that increasing wage levels for those across the income spectrum would be the surest way to decrease the rate of poverty in America. In the last few decades the growth of the economy did little to affect poverty because of a rise in income inequality. Especially for low income workers, wages have been largely stagnant. Gould believes an increase in the minimum wage, now “more than 25% below its real value in the late 1960’s,” would be one way to raise wages and reduce poverty. She writes, “The congressional Budget Office (CBO) reports that the Harkin Miller bill to raise the minimum wage to $10.10 would cumulatively boost incomes of people below the federal poverty line by $5 billion.”

(95)

My Note: Check recent news about $15 minimum wage in New York and California

Gould also supports an increase in the salary amount above which employees do not have to be paid overtime. She estimates that raising the salary threshold to $984 a week would make millions more workers eligible for overtime pay.

(96)

My Note: Look up recent executive order about overtime pay.
4.2 Analyzing a Scholarly Journal Article

As we have already seen, in writing a research paper, you should make use of as wide a variety of sources as possible. One of the sources that you will inevitably use in writing your paper will be an article from a scholarly journal. The questions that we have to address at this point are (1) what exactly is an article from a scholarly journal, (2) how does such an article differ from those found in other sorts of periodicals, and (3) what is the best way to read and analyze such an article?

What is a Scholarly Journal Article?

Many students fail to realize that not all articles are written the same way or for the same audience. Popular magazines are those that you might find at your local newsstand; they are written for the average person on the street. Scholarly articles, on the other hand, are those you would find in a serious library or in an electronic database at your college library; they are used to assist academics or students with college-level research.

Among the other major differences between these two types of articles are the following:

<table>
<thead>
<tr>
<th>Feature</th>
<th>Popular Magazine</th>
<th>Scholarly Journal</th>
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</thead>
<tbody>
<tr>
<td>Audience</td>
<td>General Public</td>
<td>Scholars or students in a particular field</td>
</tr>
<tr>
<td>Authorship</td>
<td>Magazine staff or freelance journalists; No special training or expertise required.</td>
<td>Authors are scholars or researchers in the field</td>
</tr>
<tr>
<td>Style</td>
<td>Popular, Easy Reading</td>
<td>Scholarly, Technical, Research-based</td>
</tr>
<tr>
<td>Length</td>
<td>Shorter articles, providing a broad overview of topics</td>
<td>Longer articles, providing in-depth analysis of a topic</td>
</tr>
<tr>
<td>References</td>
<td>None</td>
<td>Cite sources and provide footnotes and/or bibliographies</td>
</tr>
<tr>
<td>Layout</td>
<td>Much advertising, many pictures or graphics</td>
<td>Little or no advertising; mostly plain text with conservative use of illustrations, statistics, maps, graphs</td>
</tr>
<tr>
<td>Review Process</td>
<td>Articles reviewed by magazine editors or publishers before they are published</td>
<td>Articles reviewed (refereed) by author’s peers before publication</td>
</tr>
</tbody>
</table>

For most of your research projects in college, the articles that you use as sources of information should be those found in scholarly journals and not those from popular magazines. Magazine articles should only be used as sources if your instructor specifically permits you to use them.

If you are still confused about whether a source that you have found is an article from a scholarly journal, consult Ulrich’s Periodical Director, an online reference source, which is available through Molloy’s Library, under ReferenceDatabases.

How to Analyze a Scholarly Journal Article

Scholarly articles are almost always written in a way that demands critical reading. To read such articles effectively, you have to take the time to enter into a dialogue with the author that involves four distinct steps:

1. **State the author’s thesis.** The thesis of a scholarly work is the overall point that the author is trying to make. An author will typically reveal her thesis in the very beginning of a work (e.g., in the introductory paragraphs of a scholarly article or in the introduction or first chapter of a book).
Your first task in analyzing any scholarly journal article will be to state the author’s thesis in as succinct a manner as possible. The question you have to ask yourself at this stage is: “What is the main point, idea, or insight that the author is trying to convey to the reader in this article?” Ideally, you should be able to answer this question in one or two sentences at most.

2. Summarize the evidence (arguments, facts, data) that the author uses to advance her thesis. Remember: every scholarly book or article has a point that it is trying to make. Every author who writes a scholarly book or article is trying to “sell” you something. The point that the author is trying to make, the thing that she is trying to sell you, is the thesis of the text. Various sorts of evidence are the tools that the author uses to sell you her thesis. Unless an author backs up her thesis with strong evidence, her thesis is nothing more than mere opinion, and, therefore, worthless.

In the second stage of analyzing a scholarly journal article, your job will be to summarize the most important evidence that an author uses to advance her thesis. If the author presents too much evidence for you to do justice to in your analysis, then it will be up to you to select judiciously those pieces of evidence that seem essential to the author’s case and summarize them. Careful reading should help you answer this question: “What is the main evidence that the author presents in this article to support her thesis?”

3. Identify any implications of the author’s position. An author’s position is nothing more than her thesis combined with the evidence that she uses to support her thesis. To put this very simply, an author’s position in a scholarly work will almost always be expressed in the following generic way: “Author X states that Y is true for the following reasons…”

If we are to appreciate the full significance of an author’s position, all of the implications of that position must be fully drawn out from the text. Implications are the logical outcomes of an author’s position that are implied, suggested or inferred from the text, rather than being openly expressed. No author has the time or space to draw out all the implications of her ideas (she may not even be aware of all of them); it is the reader’s job to do this. When you are considering the implications of an author’s position in a scholarly article, ask yourself the following question: “What would the consequences be (to yourself, to human society, to your understanding of the world or some aspect of it) if this author’s view is accepted?”

Identifying the full implications of an author’s position is probably the most difficult aspect of analyzing a scholarly article and requires tremendous insight on the part of the reader. If, after reading a scholarly article carefully, you find that you are unable to identify any significant implications of the author’s position, this probably means that you haven’t taken the time to reflect adequately on the significance of what the author is saying.

4. Evaluate the author’s position.
An author’s position is a tenable one if and only if (1) her thesis is backed up by strong evidence and (2) the implications of her position would be judged acceptable according to the standards of most reasonable people. If both these turn out to be the case, then you are free to agree completely with the author’s position. If, on the other hand, you find fault with either of these criteria, then you must disagree with the author’s position.

Many students are far too quick to agree with an author’s position. In fact, there has never been a position taken by any thinker, even the most profound idea imaginable, that is completely sacrosanct. If you are really critical in your analysis of a text, you should be able to find questionable evidence, faulty data, or illogical arguments used by the author; you should be able to construct your own evidence to refute the author’s position; and finally you should also be able to tweak out implications of the author’s position that could be judged unacceptable by most people. Once you have done this you can feel free to slam the author’s position in the most aggressive manner imaginable!

Just remember: it’s very easy to agree with someone else’s position; it’s far more difficult to find solid grounds for challenging that position. Your job as a college researcher is to read scholarly articles critically enough that you can find areas of weakness in the author’s position that will allow you to argue against that position in whole or part. Even if you are substantially in agreement with an author’s position, being able to anticipate possible criticisms of her position certainly can’t hurt when writing your paper.

So now you know what to look for when reading a scholarly article. Just to make sure you are completely comfortable with the method that we have just described, try the exercise on the following page.
Ten-Minute Text Analysis

Instructions: Read the following selection proposing a mandatory year of volunteer service after high school, and answer all of the questions on the following page.

Amitai Etzione

A Year of National Service

A year of national service after high school could be the capstone of a student’s educational experiences. More and more policy makers are supporting the idea of a year spent serving the country, interrupting the “lockstep” march from grade to grade and into and through college (or directly into the adult world of full-time work). It is a major way to build up the moral tenor and sense of social responsibility among the young. Although the suggested programs vary in detail, many favor a year of voluntary service that could be completed in places such as the armed forces, the Peace Corps, VISTA, or the Conservation Corps. Some would make it the senior year of high school; I prefer for it to follow high school, providing a year between school and college or between school and work for those who are not college-bound.

The merits of a year of national service range from primarily pragmatic to the more encompassing matter of character building. To begin with the pragmatic: A year of national service would remove many unemployed youths from the streets, it would provide them, often for the first time, with legitimate and meaningful work; and it would help to protect them from being enticed into crime. Above all, such service would provide a way to develop the character of those who serve, aside from whatever skills they might acquire. Indeed, much of the potential impact of national service lies in psychic development, in enhancing the individual’s self-respect, sense of worth, and outlook on the future.

More important, national service would also provide a strong antidote to the egocentered mentality as youth serve shared needs. An important criterion for including a particular service in the program should be its usefulness to the community. This could encompass myriad possibilities, from improving the environment and beautifying the land to tutoring youngsters having difficulty in school or helping the infirm in nursing homes. At the same time, forms of service that infringe on the rights of others would be excluded; for example, volunteers would not be given responsibilities that would, in effect, take away jobs by providing a pool of cheap labor.

Finally, a year of national service could serve as an important community builder because it would act as a great sociological mixer. At present, America provides few opportunities for shared experience and for developing shared values and bonds among people from different racial, class, and regional backgrounds. One of the major reasons for the low consensus-building capacity of American society is that schools are locally run. They do not subscribe to a common national curriculum, and they transmit different sets of regional, racial, or class values. A year of national service, especially if it was designed to enable people from different geographical and sociological backgrounds to live together, could be an effective way for boys and girls, whites and nonwhites, people from parochial and public schools, north and south, the city and the country, to come together constructively while working together on a common task.

For Reflection

1. State the thesis of this selection in one sentence:

2. In no more than two sentences explain the evidence that Etzione gives to defend his thesis:

3. Explain what you think are the implications of Etzione’s position:

4. Evaluate Etzione’s position (explain whether you think Etzione’s position is right or wrong and why):
ASSIGNMENT #3
SCHOLARLY ARTICLE ANALYSIS

Instructions: Select one of the scholarly articles from your Works Cited/Reference Page (Make sure that this article meets the specifications for a scholarly article outlined in the previous section of this text). As you read through the article, write an analysis that includes the following:

1. Provide an introductory paragraph that states the title and author of the article as well as the thesis being argued by the author(s). (10%)

2. Summarize the evidence (arguments, facts, data) that the author uses to advance his/her thesis. (25%)

3. Explain any of the implications of the author’s position that you think might be significant. (25%)

4. End with a concluding paragraph evaluating the author’s position. (10%)

5. At the end, provide a Works Cited/Reference page including the complete bibliographical information for the article, using MLA or APA style. (5%)

6. Hand in a copy of the original article with this assignment. (5%)

7. The paper should include proper sentence structure, grammar, spelling, fluency, and clarity of expression. (20%)

Warning: Be careful to avoid lifting expressions or sentences from the article that you are analyzing. Failure to rephrase an author’s ideas in your own words or to provide proper attribution is known as plagiarism and is a very serious academic offense.

Acknowledgement: This assignment has been modified from one designed by the Molloy College Department of Sociology. Many thanks to the members of that department for allowing us to make use of their assignment for this text.
CHAPTER 5
BUT WHAT THE HECK DO I SAY?

Okay, so you have been faithfully reading books and articles for your paper. You have also been creating note cards according to the method described to you and may even have already accumulated a significant number of these cards on several different topics you hope to address in your paper.

You think that you are ready now to begin writing your research paper, right? Guess again, buddy.

You actually still have a considerable amount of intellectual work to do before you ever get around to putting pen to paper or fingers on the keyboard. You still have to think through what you want to say and how exactly you want to say it.

Having a pile of note cards is all well and good, but unless you have taken the time to think through your plan for this paper, all you are going to do is produce a disorganized mess of unconnected thoughts and ill-considered opinions. You may have some wonderful facts, but your paper will lack focus, and your ideas simply won’t hang together. On the other hand, if you have a well-conceived plan for your paper, it will be focused, intelligently argued, and logical in structure. It will be the kind of paper that any college instructor would want to read, and you will probably receive a high grade for your efforts.

5.1 Getting Organized

Put down your pen for a moment and step away from your computer. Take a few moments to think about what you are trying to accomplish in this paper. You may want to scribble a few ideas on a blank sheet of paper to get your ideas flowing. Whatever you do don’t start actually writing your paper until you know what you want to say and how you plan to say it. This is where a concise thesis statement, a thoughtful title, and a well-organized general outline can come in very handy.

**Thesis Statement**

A thesis statement is not the same as a topic. A topic is the area upon which you will do your research; a thesis statement is the particular slant (position, point of view) that you are going to take on your topic. When you settled on a topic, there was a problem or issue that interested you in some way. Your thesis statement is your particular answer to that problem, your spin on that issue. You should be able to express this thesis concisely in the form of a 1-2 sentence statement that encapsulates your specific position on that issue or problem.

Here are just a few characteristics of a strong thesis:

1. **A strong thesis expresses a statement, not a question.**

   **Weak:** “Has the breakdown of the American family during the past thirty years contributed to many of the social pathologies that we are now witnessing in American society?”

   **Strong:** “Because it is such a vital social institution, the breakdown of the American family during the past 30 years has contributed to many of the social pathologies that we are now witnessing in American society.”

2. **A strong thesis should be decisive (Take a stand, damn it!).**
Weak: “There are some positive and some negative aspects to physician-assisted suicide.”

Strong: “Physician-assisted suicide is always wrong since it violates both the physician’s oath and the patient’s duty to preserve his own life.”

3. A strong thesis should be provocative, not banal.

Weak: “The traditional American family is in real danger.”

Strong: “The traditional American family is an outmoded social institution that no longer addresses the emotional, economic, and interpersonal needs of its members.”

A strong thesis is vital for the creation of an interesting paper. Nothing is more frustrating for a reader than not being able to understand where a writer is coming from because that writer is confused or just plain wishy-washy. Your thesis statement is your opportunity to make your position clear even before you begin writing your paper.

Your Title

Like your thesis statement, your title represents an opportunity to tell readers from the outset what “unique” contribution you are making to your topic. It is also an opportunity to lure your reader into your paper before he even begins reading. A fascinating title makes an instructor want to read your paper, even though he may have twenty others to get through that very night.

Many students take almost no time at all to think about a title for their paper, and, as a result, the titles of most papers that college instructors receive are deadly dull. We encourage you to struggle with—even agonize over—the title that you choose for your paper, rather than simply accepting the first title that comes to mind. Instead of settling for an insipid, uninteresting and overly general title, why not consider trying to make the title something fun, captivating, and provocative? You should also be sure that your title is specific enough to capture the essence of your paper.

As the following examples indicate, a very boring title can be turned into an interesting one if you take the time to try to be a bit creative:

Boring: Female Authors’ Views on Men in the Early English Novel

Interesting: Sex and Sensibility: Austen and Bronte on the Male Mystique

Boring: The Problem of Homelessness in the United States

Interesting: Garbage Cans and Cardboard Boxes: Getting Beyond the Stereotype of the Homeless American

Boring: Cicero’s Adoption of Stoicism

Interesting: A Tale of Two Ciceros: Searching for the Stoic Cicero

Boring: Augustine on Moral Order

Interesting: Singing a Song of Degrees: Augustine on the Harmony of Moral Order

Creating a General Outline

If you have been diligent in taking notes on a wide variety of sources for your paper, by now you should have dozens of note cards written on a number of subtopics. As a rule of thumb, it is probably a good idea to aim at
having at least 20 note cards created for each subtopic you hope to address (more would be even better). The more note cards that you have on a given idea, the more information you will have about which to write and the easier your writing will be in the end.

If you have read through all of your sources and have a sufficient number of note cards, you are now ready to start thinking about the organization of your paper. The first thing you need to do is to arrange your note cards into piles according to subtopic. Each subtopic will represent one section of your paper.

Let’s imagine once again that you have been asked to write a paper on “Poverty in the United States.” You have decided that your thesis for this paper will be the following: “In order to solve the problem of poverty in the United States, it is first necessary to understand the true causes of poverty, as opposed to the prevailing myths which often dominate our discussions on the topic.” (Congratulations. This is a strong, clear and decisive thesis). As you flip through your note cards, you begin to arrange them according to subtopics in the following manner:

As you stack your cards, you immediately begin to realize that these cards are naturally grouped into a few main categories. These categories, then, will most likely become the main sections of your paper. Using the cards above as an illustration, it would become apparent that for your paper on poverty in the United States, you should probably focus on a few main subtopics that make up the bulk of your note cards: (1) Common Misconceptions About Poverty in the United States, (2) The Real Causes of Poverty in the United States, and (3) Viable Solutions to US Poverty.

As you begin to organize your note cards, you will probably also realize that you have some stray cards on topics that either seem not to fit the overall vision that you have for your paper or for which you simply don’t have enough information. What do you do with these cards? You might be tempted to try to cram them into your paper any way you can, but this would serve only to dilute the focus. Instead, we recommend that you simply put these stray note cards aside and forget about them for the present. You might need to refer to them later on, but for now they are just getting in your way.
In the case of the above stray cards, you realize that you don’t have room in such a short paper to discuss the effects of poverty on children or community life, so you decide to put these cards aside for now. You also realize that, although you are personally fascinated by the contrast between the way that Europeans and Americans handle poverty, you simply don’t have enough solid information on this topic to include it in your paper. So this card too gets put aside for now.

After organizing your cards into subtopics and eliminating irrelevant cards, you are now ready to create a general outline for your paper.

If your thesis is the destination you hope to reach, your outline can be considered your road map for reaching this destination.

For your paper on poverty in the United States, which would be approximately 7-10 pages in length, a reasonable outline would look something like this:
For a paper of three to five pages, on the other hand, you would probably need to eliminate the entire section on “Solutions to Poverty” (Section IV) and focus almost exclusively on “Real Causes of Poverty” (Section III), since you could not even begin to do justice to all these topics in such a short paper.

Did You Know?

In this amazing animated world, there is no need any longer to create notes for your paper the old-fashioned way, using 4x6” note cards and a pencil. Programs such as “One Note,” “Whizfolders” or “Treepad” (available in a free version) enable you to make your notes right on the computer, shuffle them around, and organize them any way you’d like. Check out these programs on the Web.
5.2 Preparing Your Introduction

As you write your introductory paragraph(s), remember that your introduction is yet another vehicle to entice the reader to delve into your paper. In fact, the Latin term for “introduction” is “exordium” which literally means “beginning a web.” Your introduction should captivate the reader so that he is caught in the web of your writing. Try to find an interesting way to state your thesis to the reader so that he will both understand your project and will want to read further.

A Particularly Pathetic Introduction

Poverty in the United States

There are a lot of reasons why people are poor in the United States. Some people are poor because they are lazy, stupid or unambitious. This is what some conservative thinkers believe, but I think that they are just flat wrong. Most people get poor because there are things about the United States that contribute to this problem. Mainly it is because they are living in a country where there is an unequal distribution of wealth, with rich folks having more money than they deserve and the poor not getting their fair shake. This is what I believe anyway.

A Stunningly Stupendous Introduction

No Way Out: Addressing the Myth of American Poverty

If one listens to the rantings of American conservative commentators, one would assume that individuals become poor in the United States primarily because they lack the moral discipline, intellectual rigor, or proper character necessary to succeed. One has only to consider the common stereotype of the “welfare queen” to realize that the myth of the “lazy welfare recipient” has become the predominant way to think about the issue of poverty in this country. The willingness to rely on such simplistic analyses has done a tremendous disservice to the American discourse on the problem of poverty and has impeded the ability to discover adequate solutions to this problem. This paper will address the myths surrounding the causes of American poverty, demonstrating that, in fact, most of the causes of poverty have little to do with the character, ability or industry of the poor, but rather are due almost exclusively to the excesses of the American capitalist system. Specifically, it will be demonstrated that the rise in poverty in recent years especially is a result of policy decisions that have increased the wealth of the affluent in this country at the expense of the poor and working class.
5.3 A Few Picky Matters

You are now at the stage in your research where you can actually start thinking about writing the body of your paper. Before you begin writing, however, there are a few points about the format of your paper that you should keep in mind:

1. The paper upon which you will be printing should be white, 8 ½ - 11" paper of good quality.
2. The type that you use when printing any college paper should always be 12 point, Times New Roman.
3. Papers should also always be double-spaced throughout.
4. Margins on all college papers should be 1”.
5. Paragraphs should be indented ½”. Do not skip lines between paragraphs!
6. Block quotes should be double spaced and indented ½” from the left margin of your paper. Ordinarily, the whole quote is indented equally. However, if a new paragraph begins midway through the quotation, indicate the new paragraph’s start by indenting the first line of the second paragraph an additional ½”.
7. Cover pages and Running heads are used in APA papers (see sample on following pages). In MLA papers cover pages are not necessary. Instead use the first page heading shown in the illustration on the following page. Subsequent pages should include a header in the top right hand corner consisting of your last name followed by the page number (Jones 2).
8. All college papers should be stapled in the top, left hand corner of the page (paper clips should be avoided since they can fall off). Do not put your paper in a binder or folder unless specifically told to by your instructor!

Set the specifications for your paper (type, spacing, margins, justification, and tabs) before you begin to write, so that you won’t have to worry about these issues later on. As you begin to write, you should also keep the following few rules in mind and try to observe them consistently throughout your entire paper:

1. Foreign words and terms not used frequently in English should be put in italics.
2. The first time you use a person’s name in your text, write it out fully [e.g., Immanuel Kant]. After that you need only to give the person’s last name (e.g., Kant)—unless, of course, you are referring to two or more persons with the same last name.
3. Numbers from one to nine should be spelled out; for numbers 10 and above, use Arabic numerals.
4. Punctuation. One space should be used after a period (.), a colon (:), a comma (,), or a semi-colon (;). No spacing should be used before or after a dash (—). [By the way, don’t be afraid to try to incorporate forms of punctuation like colons, dashes and semi-colons into your paper. It may take a bit of practice to learn how to use such “exotic” forms of punctuation, but your writing will benefit tremendously by using them on occasion in a paper. Check the on-line version of Elements of Style for more information on proper use of punctuation in writing].
5. Titles of books and journals should be put in italics; titles of articles should be placed in “quotation marks” (e.g., “Self and Self-Abnegation in The Great Gatsby”).
6. The following abbreviations may be used only within parenthetical comments: cf. = compare; e.g. = for example; etc. = and so forth; i.e = that is; viz = namely; vs. = versus. APA advises paper writers to avoid abbreviations when possible.
7. Avoid gender bias when writing your paper (e.g., use “police officer” rather than “policeman” and “he or she” rather than “he” when the specific gender of the person in question is not relevant).
8. When writing your paper, avoid using slang (e.g., “a really cool illustration”) and contractions (instead of “it’s” use “it is”).

46 Guide to College Research
The Pacifist Alternative in the Early Church

The history of the Church’s teachings on war and peace, and specifically on the call of Christians to pacifism, is as varied and complex as the history of the institution itself. Indeed, as in other areas of Church teaching, it is difficult to examine a doctrinal issue such as pacifism without first examining the historical context from which the doctrine arises. It is certainly the case that, throughout its long history, the Church has modified its views on the Christian response to war to meet the specific challenges which it found itself facing.

In his work, Christian Attitudes towards War and Peace, Roland Bainton delineates three attitudes towards war that have been prevalent throughout the history of the Church: pacifism, the just war, and the crusade. Each of these attitudes, according to Bainton, has manifested itself historically in the teaching of the Church at different periods (14-15). The question that this paper attempts to address is whether pacifism as a moral system has some priority over the other two systems mentioned above. A careful examination of church teaching on this question during the first three centuries of its existence will clearly demonstrate that the earliest moral stance of the Church on questions of war and peace was consistently pacifist, and that later attempts to modify this stance represent an aberration from the original spirit of the early Church.

It is difficult to read the Gospels, for example, in anything other than a pacifist light. Clearly the teaching of Jesus in the Gospels is one of peace among all people and a common brotherhood of men. The Sermon on the Mount presents the strongest support for pacifism in Scripture and a blueprint for
Jones 2

included in a list of moral behaviors that Jesus encourages his followers to adopt. Matthew reports on Jesus speaking to the crowds: “Happy the peacemakers: / they shall be called sons of God” (New Jerusalem Bible, Matt. 5. 9). Although Luke does not include peacemaking in the shorter list of blessed and cursed behaviors which parallels Matthew’s rendering of the Beatitudes, he stresses Jesus’s teaching about nonviolence a few verses later:

But I say this to you who are listening: Love your enemies, do good to those who hate you, bless those who curse you, pray for those who treat you badly. To the man who slaps you on one cheek, present the other cheek too; to the man who takes your cloak from you, do not refuse your tunic. Give to everyone who asks you, and do not ask for your property back from the man who robs you. Treat others as you would like them to treat you (Luke 6. 27-31).

The word peace does not appear in Luke’s rendering of Christ’s teaching, but the admonition to “present the other cheek” seems a clear call for pacifism.

If Jesus taught this lesson about pacifism to His early followers and if two of the apostles recorded the words He used in direct quotations, readers may wonder how other attitudes towards war came to be held by those in the Church at all. One explanation for the divergence of views might be that not all who listened were ready to accept Jesus’s words as the absolute moral instruction they seem today. George Kateb points to the evangelist’s reporting that, when Jesus finished speaking, “The people were astounded” (Matt. 7. 28). This astonishment may be the reason that “the literal words [of the Sermon on the Mount] have been interpreted to accommodate one worldly interest or another” (Kateb 371). And even those who understood that they were not justified in using violence may not have been true pacifists.

One scholar, for example, writes that many early Christians believed that they could be kind to their enemies and be blessed for their kindness while taking satisfaction from their conviction that God would punish these enemies harshly (Matthews 130).
Sample APA Cover Page

Running head: WHOSE LINE IS IT?

Whose Line Is It?
The Ethics of Embryonic Stem Cell Research
Colleen A. Lee
Molloy College
Abstract

In recent years a debate has been raging in the United States about the ethics of stem cell research. Despite the arguments of those who believe that there are legitimate reasons for engaging in stem cell research, the preponderance of evidence from the field of medical science clearly demonstrates that such research is not necessary at the present time.
WHOSE LINE IS IT?

Whose Line Is It?
The Ethics of Embryonic Stem Cell Research

There has been substantial debate in recent years over the question of Human embryonic stem cell research. The opposing sides have argued many points on this issue, including whether a human embryo is entitled to the same rights as a fully developed human being; and if so, how to protect those rights. This paper will explore the question of whether it is morally permissible to conduct research on embryonic stem cells. In so doing, I will consider arguments both for and against human embryonic stem cell research. Ultimately, this paper will seek to prove that human embryonic stem cell research is not morally permissible; though it may seem necessary for the maintenance and survival of humankind through the eradication of degenerative and fatal diseases such as Parkinson’s disease, cancer, and heart disease, other research options are available.

In order to discuss human embryonic stem cell research and the goals it seeks to accomplish, one must first define for the reader some terminology specific to this subject. Stem cells are cells present in every human being which have the ability to differentiate into specific body tissues. DeWert and Mummery (2003) provide a definition of the two types of stem cells as follows:

Embryonic stem cells which can only be derived from pre-implantation embryos...have a proven ability to form cells of all tissues of the adult organism (termed “pluripotent”) and “adult” stem cells which are found in a variety of tissues in the fetus and after birth and are...more specialized (“multipotent”) with an important function in tissue replacement and repair. (p.672)

The versatility of embryonic stem cells is what makes them such attractive candidates for use in treatments that have the overriding goals of stem cell research, such as cell replacement therapy or regenerative medicine. Perhaps that is why over the last few decades, there has been an increase in
Assignment #4
The Building Blocks of a Research Paper

This is your final assignment for this course. We also consider it the most important for demonstrating how much you have learned about college-level research during the course of the past few weeks.

For this assignment, you are going to work on laying out the building blocks of your research paper (thesis, title, outline, and opening paragraph). You will also be handing in your Works Cited or References page as part of this assignment. If you prepare properly, when the time comes to write your actual paper, you will find writing a fairly easy process.

Please keep the following in mind as you work on each section of this assignment:

**Thesis (20%)**:

The thesis for your paper should be short, clear, and decisive. Don’t be afraid to be provocative and to take a stand on the issue that you will be addressing.

**Title (10%)**:

Make sure that your title is catchy and interesting, and expresses the gist of your paper. Remember: a boring title is an omen of a boring paper, so don’t be afraid to use your title to startle or amuse your reader.

**Outline (30%)**:

Your outline should hit on all the major topics you plan to address in your paper. It can be as thorough as you would like. Just make sure that it demonstrates a logical progression of thought and argumentation.

**Introduction (20%)**:

Your opening paragraph(s) should draw your reader into your paper. Make the introduction to your paper as interesting as possible and be sure that your thesis is expressed clearly within your introduction.

**References/Works Cited Page (20%)**

If you took our advice, this portion of the assignment should be done. Just be sure to proofread carefully and check to be sure that you have followed the guidelines in Chapter 3.

In fact, your grade for this assignment will be based upon how well you adhere to the guidelines described in this book for each of the above components.
CHAPTER 6
DOCUMENTING SOURCES...ARE YOU KIDDING?

As you write your paper, it will be necessary to cite information from primary and secondary sources. If you use information in your paper from any outside source and do not give credit to that source, you are engaged in an act of plagiarism. Plagiarism is intellectual theft and is the cardinal sin of the academic world. Avoid this pernicious habit at all costs by scrupulously giving credit for any ideas that you take from any source.

6.1 Citing Sources

Both APA and MLA formats use what is known as a parenthetical method of citation. Back in the Stone Age when many of your professors were writing their college papers, the norm was to use footnotes or endnotes to cite sources. The parenthetical method of citing sources makes things much easier by having sources of information cited within the body of the text itself immediately following the information being cited.

In MLA format, the author’s last name and the page number on which the information cited in your text was found are placed in parentheses. If the author’s name appears in the text in a way that makes the source of the quoted or paraphrased material clear, the parentheses may include only the page number.

In APA format, the common method to cite sources being quoted is to give the author’s last name, the year of publication, and the page number where the information being cited is found. For information being paraphrased, you need give only the author’s name followed by the year of publication.

It goes without saying that, whether you are using MLA or APA format for citing sources, the complete bibliographical information for the source indicated in the parentheses must appear in the Works Cited or References page at the end of your paper.

Paraphrasing

The most common way to cite a source when writing a research paper is simply to sum up an author’s ideas in your own words—otherwise known as paraphrasing.

| MLA | Kavastad goes on to explain that if a person understands the meaning of a concept in relation to a particular type of sense experience, he will also know something about another type of sense experience if the same concept is used. For example, if one knows what an unpleasant sound is, the same concept that is used to describe the sound may be used to describe an unpleasant odor. The smell may still be ineffable, but some aspects of it can be communicated (161-162). |
| APA | Kavastad (1967) goes on to explain that if a person understands the meaning of a concept in relation to a particular type of sense experience, he will also know something about another type of sense experience if the same concept is used. For example, if one knows what an unpleasant sound is, the same concept that is used to describe the sound may be used to describe an unpleasant odor. The smell may still be ineffable, but some aspects of it can be communicated. |

Notice in the above MLA example that the author’s name is not included in the parenthetical citation, because it is obvious that Kavastad is the source of the information being paraphrased.

In the above APA example, it is not necessary to give the page numbers of the material being paraphrased, since it was not a direct quote.
Direct Quoting

Another common way to cite an author is to quote her directly. The general rule of thumb is that you should use direct quotations only if you have a specific reason for doing so. For example, you should directly quote an author if (1) you are using the author as an authority to support your position or (2) the meaning of an author’s ideas would be lost unless you used her own language, (3) the author’s own language is historically significant (e.g., Jefferson’s Declaration of Independence), or (4) the author’s own language is so moving, inspiring, or poetic that the significance of her ideas would be lost without quoting her directly.

Direct quoting of a source can be done in various ways as the examples below indicate:

1. Selective Quoting of Words/Phrases

**MLA**
Smart begins his analysis by defining mysticism primarily as “an interior or introvertive quest culminating in certain interior experiences which are not described in terms of sense experience or of mental images, etc” (42).

**APA**
Smart (2000) begins his analysis by defining mysticism primarily as “an interior or introvertive quest culminating in certain interior experiences which are not described in terms of sense experience or of mental images, etc” (p. 42).

2. Directly Quoting a Sentence

**MLA**
The only true right that man possesses is the right to defend his life and limb. For Hobbes and Spinoza, however, this right is always relative to his power to do so: “Therefore the first foundation of natural right is this, that every man as much as in him lies endeavor to protect his life and members” (Gert 115). All other benefits that man seeks to enjoy are likewise relative to the power he has to enjoy them.

**APA**
The only true right that man possesses is the right to defend his life and limb. For Hobbes and Spinoza, however, this right is always relative to his power to do so: “Therefore the first foundation of natural right is this, that every man as much as in him lies endeavor to protect his life and members” (Gert, 1978, p. 115). All other benefits that man seeks to enjoy are likewise relative to the power he has to enjoy them.

3. Weaving a Quote into Your Text

The most stylistically desirable way to use quotes in a paper is to try to weave these quotes as seamlessly as possible into your own writing. This will take some work on your part, but the end result will make your writing much more interesting than it would otherwise be.
4. Block Quoting

A final method of citing sources, and one that should be used sparingly, is to use block quotation. In general, you should try to average no more than one block quotation for every five pages of text that you are writing.

In MLA format a block quotation must be longer than four lines. Such quotations should be double-spaced and indented one-half inch from the left margin of your text. No quotation marks are necessary for block quotes. For example:

> The manner in which one loves the vast array of good things we encounter within the world, furthermore, determines the entire moral direction of one's life. “My weight is my love,” writes Augustine, “wherever I am carried, it is my love that carries me there” ([*Confessions* 104]).

In APA format, block quotations are used to quote text of 40 or more words. The text is indented and justified only on the left side. The parenthetical citation at the end of the block quotation above would be: (Aristotle, trans. Ostwald, 1962, p. 104).

In Book One of the *Nicomachean Ethics*, Aristotle maintains that, although happiness must be connected primarily with virtue (*arete*), certain external goods are also necessary in order to make life supremely happy. Thus, the absence of such goods as health, wealth, family and the like will affect the happiness of the wise man:

> Fortune brings many things to pass, some great, some small. Minor instances of good and likewise of bad luck obviously do not decisively tip the scales of life, but a number of major successes will make life more perfectly happy . . . . On the other hand, frequent reverses can crush and mar supreme happiness in that they inflict pain and thwart many activities. Still nobility shines through even in such circumstances, when a man bears many misfortunes with good grace . . . because he is noble and high minded. (23)

Thus Aristotle is convinced that major successes in life can make the virtuous man even happier, and his strength of character enables him to bear minor losses.
Tricky Quoting Situations

Not every quoting situation will be as straightforward as the above examples. The general rule when citing sources is to be extremely clear about the source of your material. In some cases, this will mean that you will have to provide additional information:

1. **Source with No Author**

If a work that you are citing has no author, you may use an abbreviated version of the source’s title (MLA format) or use an abbreviated version of the title plus the year of publication (APA format).

| MLA | As one anonymous on-line critic puts it, “the great American novel of the past 100 years was not written by Faulkner or Joyce, but by John Kennedy Toole. His *Confederacy of Dunces* is a truly groundbreaking work, one that is as subversive as it is prophetic” (“Legacy of Toole”). |
| APA | As one anonymous on-line critic puts it, “The great American novel of the past 100 years was not written by Faulkner or Joyce, but by John Kennedy Toole. His *Confederacy of Dunces* is a truly groundbreaking work, one that is as subversive as it is prophetic” (“Legacy of Toole,” 2004). |

Note in the above examples that page numbers have not been included in the citation because the work referred to is a website.

2. **Two Works by the Same Author [MLA only]**

In MLA format, if you are using two or more works by the same author, it will be necessary to indicate from which work the information being discussed was derived. You will therefore need to include an abbreviated version of the title of the work in your parenthetical citation:

| MLA | Robbins rejects the “conventional assumption” of our society that animals are simply dumb brutes with no real feelings worth considering. Instead, he argues, we need to begin viewing animals as “creatures of marvelous complexity, beauty, and mystery” (*Diet* 35). |

3. **Two Authors With the Same Last Name [MLA only]**

In MLA format, if you are citing sources in which two or more authors have the same last name, it will be necessary to indicate which author is being cited by including the author’s first initials (or even his whole first name if there are two authors with the same last name and first initial):

| MLA | Recently some historians have begun to argue against the popular myth of Theodore Roosevelt, the icon of Mount Rushmore, which has held sway in the American imagination. As one author puts it, we need to begin to see Roosevelt for what he truly was: “a crass American imperialist, who had no difficulty using the ‘big stick’ when it came to perpetuating American interests overseas” (J. Barnes 54). |
6.2 The Meaning of “Drafts”

You are now ready to begin writing your paper. If you did all of the preliminary work described above, writing your paper should prove to be a relatively straightforward process. This does not mean, however, that it will be an easy or painless process. There is one simple rule for good writing: Once you have written anything, revise, revise, and revise some more.

Many students mistakenly believe that the first draft of their paper will be adequate to serve as their finished product. Unfortunately, a well-written paper usually has to go through at least two additional drafts before it is suitable to be handed in to an instructor.

Just keep in mind as you are writing that you are NOT Ernest Hemingway. The first draft of anything you compose, therefore, will probably be awkwardly written, a bit disjointed, and filled with grammatical and typographical errors. The difference between a good writer and a lousy one is that the good writer takes the time to revise, edit and polish his first draft, whereas the lousy writer is happy to settle for whatever he can crank out in the shortest amount of time possible and with the least amount of stress.

Here’s a glimpse of how your writing process should go as you are working on your paper:

The First Draft: Free-Writing

As you write your first draft, your aim should be clarity of thought and expression above all else. Just try to get your ideas down on paper in as orderly a manner as possible, adhering as closely as possible to the organizational structure that you established when creating your outline.

Don’t worry so much at this stage about how polished your writing is or about spelling mistakes, typos or grammatical errors. You will have plenty of time later to clean up any messes that you have created while writing your first draft.

The Second Draft: Revising

After you have written a first rough draft of your paper, read through it again with a critical eye. At this point it is probably best to focus on problems of structure rather than flow—that is, on the overall organization of your thoughts rather than on your writing style. After all, it really doesn’t matter how well you have expressed yourself in a paper if your ideas are confused and disorganized. Among the things that you will need to examine at this point are:

1. Argumentation
   How well did you defend your thesis with arguments, data and facts? Do any sections of your paper need to be bolstered with additional information in order to better defend your thesis? If so, now is the time to include such material in your paper.

2. Digressions
   Is there any information included in your paper which your instructor might regard as irrelevant or tangential to the main argument? If so, you might have to eliminate this information completely or relegate it to an endnote.
3. Logical Order

Does the overall flow of your paper make sense? Do your arguments in the paper follow a logical order of progression? If not, you may have to add transitional sentences or paragraphs to show the reader connections between ideas. Entire paragraphs may also have to be shuffled around to see where they fit best. Remember, if your writing seems confusing to you, it will undoubtedly appear even more so to your reader.

The Third Draft: Editing

Before you hand in your final draft, go through your paper again to make sure that you have expressed your ideas in the most interesting, engaging and understandable manner possible and that your paper is free of any serious mistakes. Among the things that you will need to examine at this point are:

1. Grammatical and Spelling Mistakes

There is no excuse for submitting a paper filled with grammatical mistakes and spelling errors, especially when most word-processing programs will now catch many of these mistakes for you.

2. Typographical Errors

Everyone makes typographical errors. Take the time to find yours and correct them so that your instructor doesn’t think that you are slipshod in your writing.

3. Writing Style

How well does your paper read? Can you revise sentences and paragraphs to make them flow more smoothly? Can you vary the sentence structure of your paper so that you don’t have a monotonous string of simple sentences following one after the other? Can you use a thesaurus to replace boring words that have been used repeatedly throughout your paper with more dynamic ones? A note of caution is called for here—when using the thesaurus, be sure to remember that not every synonym fits every context in which you might be using the word. While extinguish means to put out, you would not extinguish the cat when you leave the house—unless you are a psychopath. To determine if your paper flows smoothly, try reading it aloud; often a writer can hear an awkward sentence he has written even though he might pass it over if he just read it silently. Style matters as much as content when writing, so make sure that your writing style is as fluid as possible before you submit the final draft of your paper.

Finding a Proofreader

After you’ve finished writing multiple drafts of your paper and believe that you now have the most perfect bit of research ever produced by mortal man, then, and only then, should you find another intelligent person to read over your writing. You will probably be surprised to discover how many mistakes still remain in your paper. Under no circumstances should you even think about handing the final version of your paper to your instructor until you have written at least three drafts and have had at least one reliable person proofread it for you. If you did the work of revising and editing your work properly, you probably have produced a fairly well-written research paper, and we are confident that you will receive a respectable grade for your work.

Did you Know?

If you don’t have a family member or friend who is a reliable proofreader, fear not. The friendly staff of the Molloy College Writing Center are available throughout the year to assist you in polishing your paper and to help you learn to be a better writer and editor. Best of all, students at Molloy can use this service for free. If you would like to avail yourself of this valuable service, make an appointment at the Writing Center as early as possible and give yourself some time before the paper is due to revise and make corrections. The staff of the Writing Center will not write your paper for you, but they will definitely help you to produce the best paper that you are capable of writing. The Writing Center is located in the basement of the Casey Building in Room C016.

To schedule an appointment, click on Academics on the Molloy web site, choose Academic Services, and then follow the links for Writing Center and How to Schedule an Appointment.
CHAPTER 7
A WORD ON ACADEMIC HONESTY: DON’T DO THE CRIME IF YOU CAN’T DO THE TIME

Plagiarism is an attempt to pass off someone else’s ideas or words as your own. You are committing plagiarism anytime you fail to give credit to an author whose ideas you use in your paper, even if you completely rephrase those ideas in your own words.

7.1 Understanding Plagiarism

Plagiarism can take either of two basic forms—intentional or unintentional. As a college student, you must understand both of these forms and avoid committing acts of intentional or unintentional plagiarism when writing your paper.

Unintentional Plagiarism

In some cases students plagiarize without even realizing it. This sort of unintentional plagiarism occurs when students inadvertently fail to give proper credit for ideas that they use in their papers.

Another form of unintentional plagiarism occurs when students give credit for a paraphrase but accidentally lift the language of an author without realizing it. Both types of unintentional plagiarism occur because of sloppy note-taking—a student fails to record the source of an idea, to rephrase an author’s language sufficiently in his note cards, or to put quotation marks around an author’s own words.

Although most professors tend to be somewhat understanding when it comes to unintentional plagiarism, it is still wrong and can get you into serious trouble. At the very least, you will get a much lower grade on your research paper than you would have if you had been more careful about giving authors due credit for their ideas.

Intentional Plagiarism

There are some students who, for one reason or another, resort to intentional acts of plagiarism in order to complete a paper or assignment. These students may lift entire sections of their paper from the Internet or a book. They may even buy a paper from one of the many on-line paper mills that now exist.

From a professor’s perspective, there are few more serious academic offenses than intentional plagiarism, and most are usually quite severe in the way in which they respond to students who commit this sort of offense. Let’s make this perfectly clear: if you are caught in the act of intentional plagiarism here at Molloy, you risk failure, suspension, and even expulsion. And you will not learn the material you were assigned to research and write about; nor will you sharpen the skills (research and writing) employers and graduate programs will expect you to have mastered.

If you want to prevent these unpleasant outcomes, then, avoid plagiarism like the plague!

Simple Rules for Avoiding Plagiarism

• **Rule #1.** If you use an author’s specific words, you must place those words in quotation marks and cite the source of your information. If you fail to do this, then you are committing plagiarism.
• **Rule #2.** If you obtain information from a source, even if you use your own words, you still must give that source
due credit. If you fail to do this, then you are committing plagiarism.

• Rule #3. The only time when you don’t have to cite a source of information is when you are citing factual information that is commonly known. For example, historic events and dates associated with well-known figures are considered factual information in the public domain, and the source of such information, therefore, doesn’t have to be cited. In all other cases, if you fail to cite the sources of your information, you are committing plagiarism.

• Rule #4. (The Golden Rule). When in doubt, give credit. It can’t hurt to go a bit overboard in documenting the sources of your information. If nothing else, at least your professor will congratulate you on being thorough.

A Not-So-Pleasant Warning: You Will Get Caught!

Some students choose to engage in plagiarism because they think that the odds of getting caught are so slim that it is worth the risk. In fact, the chances of getting caught plagiarizing have never been higher now that professors at Molloy are equipped with tools like “Turn-It-In.” This program enables college professors to determine exactly what percentage of a paper has been plagiarized, and provides the evidence they need to ensure that guilty students are properly punished for their crimes against thought. Don’t become a plagiarism statistic…write your own papers.

7.2 Recognizing Plagiarism

Let’s pretend that you have decided to write a paper for Dr. John Yanovitch’s Ethics class on the ethics of eating. After doing much reading on the subject, you decide that you would like to focus your paper on the harmful effects of meat consumption on individual meat consumers, the animals that are consumed, and the environment. You have read the following selection from John Lawrence Hill’s, The Case for Vegetarianism, and are planning to use some of Hill’s ideas for a section of your paper dealing with the connection between diseases of affluence and meat consumption in our society.

Here are some ways that a typical student might choose to use this information in his paper:

The Original Source

The diseases of affluence—heart disease, cancer, and diabetes—so called because their incidence is much higher in wealthy nations where diets are rich in meat, sugar, and refined foods, are the conditions that top the list as killers in the United States and other parts of the First World. Heart disease and cancer are the first and second most significant causes of death in the United States today, respectively. Both are inextricably linked to meat eating....

As might be expected from what has already been said, lacto-ovo vegetarians have a greatly reduced risk of heart disease (one-third that of meat eaters), while the risk is cut even more radically with a vegan diet (to one-tenth that of meat eaters)....


Intentional Plagiarism

The following represents a kind of plagiarism students often consider less serious than it is. The student who wrote this passage simply changed a few words and phrases and shifted some of the author’s sentences around. Even though he gave credit to the author for the ideas expressed in his paper, he is still guilty of plagiarism, since he failed to rephrase the author’s ideas in his own language.
The diseases of affluence (heart disease, cancer, and diabetes) are the conditions that top the list as killers in the United States and other parts of the First World. They are called diseases of affluence because their incidence is much higher in wealthy nations, like the United States, where diets are rich in meat, sugar, and refined foods. Such diseases of affluence are directly connected to meat consumption.

Vegetarians have a much better chance of avoiding such diseases than do their meat-eating counterparts. While lacto-ovo vegetarians have a greatly reduced risk of heart disease (one-third that of meat eaters), the risk is cut even more radically with a vegan diet (to one-tenth that of meat eaters) (Hill 83-84).

Unintentional Plagiarism

In the following example, the student did a much better job of paraphrasing the author’s ideas and giving him credit in the parenthetical citation. The student, however, has still included several phrases lifted directly from Hill that were probably the result of sloppy note-taking while he was reading this work:

In his work, The Case for Vegetarianism, John Lawrence Hill makes a clear connection between the kinds of “diseases of affluence” that are endemic throughout the First World and our excessive consumption of meat. Conditions such as heart disease, diabetes and cancer, he argues, top the list of killers in the United States and other parts of the first world, and are directly linked to our consumption of meat, sugar and refined foods. Lacto-ovo vegetarians and vegans, who avoid meat altogether, have a much better chance of avoiding such diseases than do traditional meat eaters (Hill 83-84).

To avoid this kind of unintentional plagiarism, the student should have taken the time to completely rephrase the author’s words into his own language during the note-taking phase of his research.

A Proper Paraphrase

Notice how the student in the following selection took the time to rework the author’s words completely into his own language. The ideas clearly are the author’s, but the student made the effort to put his own spin on these ideas. He also gives credit to the author in the form of a parenthetical citation at the end of the paragraph.

In his work, The Case for Vegetarianism, John Lawrence Hill makes a clear connection between the kinds of “diseases of affluence” that are endemic throughout the First World and our excessive consumption of meat. Conditions such as heart disease, diabetes, and cancer, he argues, are some of the main causes of death in the First World, and are directly linked to our consumption of meat, sugar and refined foods. Lacto-ovo vegetarians and vegans, who avoid meat altogether, are much less likely to fall prey to such diseases than are traditional meat eaters. Vegans, for example, have one-tenth the instance of cancer that meat eaters do making theirs the optimal diet for avoiding this horrible disease (Hill 83-84).

Does it take time and effort to paraphrase someone else’s writing, to quote where appropriate, and to give proper credit to all the sources of information in your paper? You bet it does! But this is the only acceptable way to write a college research paper. So deal with it!
Ten-Minute Anti-Plagiarism Exercise

Instructions: You have been asked to write a paper on the harmful effects of the fast food industry on American children. For one section of your paper, you decide to focus on the various ways that the Fast Food Industry markets its food to young children and decide to use Eric Schlosser’s *Fast Food Nation* as a source of information. Read over the following selection from that book and write a paragraph that paraphrases Schlosser’s ideas, using one quotation from this source that you weave into your text.

**Perfect Synergy**

ALTHOUGH THE FAST FOOD chains annually spend about $3 billion on television advertising, their marketing efforts directed at children extend far beyond such conventional ads. The McDonald’s Corporation now operates more than eight thousand playgrounds at its restaurants in the United States. Burger King has more than two thousand. A manufacturer of “playlands” explains why fast food operators build these largely plastic structures: “Playlands bring in children, who bring parents who bring money.” As American cities and towns spend less money on children’s recreation, fast food restaurants have become gathering places for families with young children. Every month about 90 percent of American children between the ages of three and nine visit a McDonald’s. The seesaws, slides, and pits full of plastic balls have been proven to be an effective lure. “But when it gets down to brass tacks,” a *Brandweek* article on fast food notes, “the key to attracting kids is toys, toys, toys.”

The fast food industry has forged promotional links with the nation’s leading toy manufacturers, giving away simple toys with children’s meals and selling more elaborate ones at a discount. The major toy crazes of recent years—including Pokémon cards, Cabbage Patch Kids, and Tamogotchis—have been abetted by fast food promotions. A successful promotion easily doubles or triples the weekly sales volume of children’s meals. The chains often distribute numerous versions of a toy, encouraging repeat visits by small children and adult collectors who hope to obtain complete sets. In 1999 McDonald’s distributed eighty different types of Furby. According to a publication called *Tomart’s Price Guide to McDonald’s Happy Meal Collectibles*, some fast food giveaways are now worth hundreds of dollars.

Rod Taylor, a *Brandweek* columnist, called McDonald’s 1997 Teenie Beanie Baby giveaway one of the most successful promotions in the history of American advertising. At the time McDonald’s sold about 10 million Happy Meals in a typical week. Over the course of ten days in April 1997, by including a Teenie Beanie Baby with each purchase, McDonald’s sold about 100 million Happy Meals. Rarely has a marketing effort achieved such an extraordinary rate of sales among its intended consumers. Happy Meals are marketed to children between the ages of three and nine; within ten days about four Teenie Beanie Baby Happy Meals were sold for every American child in that age group. Not all of those Happy Meals were purchased for children. Many adult collectors bought Teenie Beanie Happy Meals, kept the dolls, and threw away the food.

Source: Eric Schlosser. *Fast Food Nation: The Dark Side of the All-American Meal.*
# APPENDIX A

## RUBRICS FOR CORE COURSES, FST COURSES, MID-PROGRAM & CAPSTONE SEMINAR BENCHMARK COURSES

### Writing Assignment Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary 3 points</th>
<th>Acceptable 2 points</th>
<th>Unacceptable 1 point</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Logical organization, smooth transitions between ideas</td>
<td>Organization somewhat logical, ideas sometimes linked</td>
<td>Not logically organized, ideas rarely linked</td>
<td>/3</td>
</tr>
<tr>
<td>Grammar &amp; Spelling</td>
<td>Rare errors in grammar &amp; spelling</td>
<td>Occasional errors, meaning is generally clear</td>
<td>Many errors, meaning is confusing or obscured</td>
<td>/3</td>
</tr>
<tr>
<td>Format</td>
<td>Accurate &amp; consistent use of MLA or APA format</td>
<td>Generally consistent format, minor errors</td>
<td>Frequent errors, format not recognizable</td>
<td>/3</td>
</tr>
<tr>
<td>Sources</td>
<td>Appropriate sources, accurately documented</td>
<td>Some questionable sources or unsubstantiated statements</td>
<td>Statements rarely substantiated, sources rarely reliable</td>
<td>/3</td>
</tr>
</tbody>
</table>

Total Score: _____/12

### Oral Presentation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary 3 points</th>
<th>Acceptable 2 points</th>
<th>Unacceptable 1 point</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Logical organization, smooth transitions between ideas</td>
<td>Organization somewhat logical, ideas sometimes linked</td>
<td>Not logically organized, ideas rarely linked</td>
<td>/3</td>
</tr>
<tr>
<td>Presentation</td>
<td>Appropriate, coherent, &amp; understandable. Student comfortable with material &amp; able to answer questions</td>
<td>Generally, appropriate, coherent or understand able. Student mostly comfortable with material &amp; able to answer questions</td>
<td>Many points not appropriate, coherent nor understandable. Student uncomfortable with material often unable to answer questions</td>
<td>/3</td>
</tr>
<tr>
<td>Delivery</td>
<td>Correct pronunciation, pacing, volume &amp; expression</td>
<td>Generally correct pronunciation, pacing, volume &amp; expression</td>
<td>Many flaws in pronunciation, pacing, volume &amp; expression, so audience has difficulty following</td>
<td>/3</td>
</tr>
<tr>
<td>Audience Contact</td>
<td>Holds attention of audience with good eye contact, rare reference to notes</td>
<td>Holds attention of audience with eye contact most of the time, frequent reference to notes</td>
<td>Rarely holds attention of audience, poor or no eye contact, presentation read entirely</td>
<td>/3</td>
</tr>
</tbody>
</table>

Total Score: _____/12

**Please note:** The above rubrics have been constructed for assessment purposes only. Although each rubric can be used for scoring or grading purposes, the evaluator is encouraged to weight the criteria listed at left and incorporate additional content criteria that are discipline specific.

Modified: April 10, 2007
### APPENDIX B
### RESEARCH PAPER EVALUATION

The items checked below are those which need to be improved.

#### FORMAT
- Incorrect heading (MLA or APA)
- Incorrect margin size (not 1 inch throughout)
- Incorrect spacing (not double spaced throughout)
- Unnecessary extra spaces added between paragraphs
- Incorrect font size (12 point Times New Roman is required)
- Incorrect indent for first line of paragraphs (half inch is correct)
- Insufficient length

#### STYLE AND MECHANICS
- **Writing Style**
  - Awkward Wording
  - Wordiness
  - Monotony in sentence pattern (use combination of simple, compound, and complex sentences)
- **Mechanics and Grammar**
  - Sentence fragments
  - Run-on sentences
  - Spelling/typographical errors
  - Grammatical mistakes
  - Punctuation errors

#### CONTENT
- Thesis needs to be more clearly/forcefully stated in introduction
- Paper needs more effective conclusion
- Thesis needs to be better supported by evidence (arguments, data, etc.)
- Some evidence used to support thesis not relevant
- Title needs to identify the paper’s subject/thesis

#### ORGANIZATION
- Logical organization pattern needed
- Clearer transitions required between introduction and body of paper
- Clearer transitions required between paragraphs
- Unnecessary information included in paper

#### REFERENCES
- Sources used not up to date
- Greater variety of sources needed (_, books, __journal articles, __articles from anthologies, __internet sources)
- Excessive reliance on internet sources
- Internet sources not legitimate
- Articles not from scholarly journal
- **Documentation of Sources**
  - MLA/APA format not followed in parenthetical citations
  - Excessive use of block quotes
  - Insufficient documentation of sources (danger of plagiarism)

#### Works Cited/Reference Page
- Errors in alphabetical order
- MLA/APA format not followed (order, spacing, etc.)

---

Total: /100
APPENDIX C
MOLLOY COLLEGE HONOR PLEDGE

In Spring 2000, the Honor Pledge was ratified by the Molloy College community. The following pledge was approved by the ad hoc Committee on Academic Integrity, which is a subcommittee of Undergraduate Academic Policies and Programs Committee:

HONOR PLEDGE

As a member of Molloy College, Catholic and Dominican in tradition, I dedicate myself to the ideals of truth, scholarship and justice. I pledge to demonstrate personal and academic integrity in all matters. I promise to be honest and accountable for my actions and to uphold the Honor System to better myself and those around me. I will refrain from any form of academic dishonesty or deception.

I,___________________________________________________________, promise to abide by the above honor pledge during my time at Molloy College.

____________________________________________________________
SIGNATURE

____________________________________________________________
DATE
Where the very cool come for all their research needs. Stop by today and see what all the excitement is about!

Located on the second floor of Kellenberg Hall [K212]
See Separate file for back cover